

training of their children, are unwilling to have them come in contact with children whose moral training has been neglected. This opposition has always yielded to the test of actual experiment in other States and countries, and there is no reason why it may not here also, after a fair trial.

Instead of weakening, the graded system develops and strengthens the moral character of every child who attends. It annihilates caste and aristocracy among children. The rich and the poor sit side by side in the same class, under the same instruction and amenable to the same discipline. Intelligence, honesty and integrity are the tests by which all are tried, and by which every one must stand or fall. The adventitious aids of wealth, birth, and social distinctions avail nothing; merit alone determines the statues of every one. The poor are elevated; the rich are taught that the only distinctions of any value are those of intellectual and moral worth. On this subject there is an article in October number of the American Journal of Education, in which the writer says: "How the American child is developed into the true American character in the common school is far more easy to be seen than to be described. The teacher cannot overestimate his office; the Board of Education cannot be too wise; but, after all, the great thing is done when the children of all classes are compelled to spend six years together under one roof. The very essence of American life is, that under our Constitution and laws we are obliged to work all our life in perpetual contact with our fellowmen, respecting in them all the rights we claim for ourselves. This involves us all in many exceedingly disagreeable phases of experience—especially does it grate on the taste and sensibility of all orders of highly educated and superior men. It is a great trial for a Seward or a Sumner to reflect that the vote of a scavenger counts as much as his own.